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**A Curriculum Proposal for Elementary EFL students
in a Bilingual-immersion School in Brazil**

by

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Thesis

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in a Bilingual-immersion School in Brazil**

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Abstract

A Curriculum Proposal for Elementary EFL students in a Bilingual-immersion School in Brazil

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This paper is a curriculum proposal for students from grades 2 – 5 at the Elementary level in a bilingual-immersion school in Brasilia, Brazil, who are enrolled in the English Adaptation (EA) program. The curriculum is based on the SIOP Model, an approach to teaching language through content in strategic ways to enhance students' development in both content and language. The paper also provides detailed lesson plans as an example and assessment processes that can be carried throughout the school year.

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Introduction

This paper was elaborated for the English adaptation (EA) program of the School of the Nations, focusing on grades 2 – 5, which I taught for two years and a half. I have been part of the school faculty for almost five years and knowing that the school has a welcoming environment for teachers to share new information on the field and propose new projects to enhance students' educational outcomes, I propose a new approach to which is the focus of this paper.

The School of the Nations is a bilingual (English – Portuguese) private, international school for students of all nations and backgrounds, whose core values are based on the moral and ethical principles of the Bahá'í Faith (School of the Nations' website, 2009).

The school offers a bilingual program, where students spend a half day in English and a half day in Portuguese, from Early Childhood, starting at the age of 3, all the way through High School. The school's student body comprises 10% international students and 90% Brazilians. However, this percentage of international students is multicultural, as described on the school's website. "The school community is made up of Brazilian families as well as international families, representing approximately 40 different countries" (School of the Nations' website, 2009).

The school is located in Brasília, the capital of Brazil, situated in the country's central plateau with a population of approximately 2,211,200. The school is located in a high socioeconomic area of Brasília called Lago Sul (South Lake), where the majority of students come from.

Part I – Needs Analysis

Program description:

The School of the Nations, as stated previously, is a bilingual immersion, private, international school for students from all nations and backgrounds. The school has an excellent reputation among schools with the same purpose (bilingual immersion schools) and among schools in town.

The school works with students in Early Childhood through High School; however, this paper will focus at the Elementary level from grades 2 to 5, due to my role at the school as elementary adaptation teacher. The English adaptation (EA) program is designed to help students acclimate to the school. The main emphasis of this program is to develop language skills for a successful academic study. The program offers academic opportunities that meet the needs of students who have just entered the school from different educational backgrounds and nationalities, with no or limited English proficiency.

The school is a 50:50 bilingual immersion school, where students spend half the day in English and half in Portuguese. The classes occur from 8AM to 3PM; therefore students spend from 8AM to 11AM in English and from 12PM to 3PM in Portuguese or vice versa. From 11AM to 12PM is lunch time. The subjects covered in English are: English Language Arts, Science, Arts, Physical Education (PE), Computers, and recently incorporated Math. History, Geography, Portuguese Language Arts, Music, and Nutrition are offered in Portuguese.

Children stay in the EA classroom during English time (half day), leaving the class to go to the English extra classes, such as PE, arts and math, with their mainstream classmates, and computers – specially adapted for the EA students.

The EA program was designed for students to develop oral proficiency and skills in reading and writing. The content taught in the program overlaps with the mainstream classes in oral communication and in the basic skills of reading

and writing. However, the content taught through English language arts and science is adapted to students' language proficiency, leaving students with a gap in content – science and English language arts taught in the mainstream classes, while they are in the EA program.

There is no set time or limit a student will remain in the EA program. Various factors will influence students' language development such as support at home, expectations of schooling, socioeconomic status, age and time (in the school year) of arrival, aptitude, motivation, anxiety, and personality factors (see Gass and Selinker, 2001, for more information on factors that influence second language development).

Considering the factors cited above and my experience with the students' development in the EA program, my first proposal is to modify the program name, from English adaptation (EA) to English Language Development (ELD) since, often-times, students are already adapted/acclimated to the school but still have not achieved the appropriate level of English to be mainstreamed. I also propose that when students begin in the ELD program at a beginning level, they will have sheltered instruction (SI) in science for no more than a year, if they are not already ready to follow the science lessons in the mainstream class. After one year of science SI students should be able to follow science classes in the mainstream class, affording students to follow grade-level content more appropriately. According to my experience, students are usually capable to start transitioning to the mainstream class within one to two years in the EA program, when starting as true beginners, and taking into consideration that all influence predictors cited above favor students' development. Note that students' growth varies greatly and that a period of one to two years should not be construed as a limit to remain in the program. Some students might need more time to transition.

Students' characteristics

The school accepts students from all over the world throughout the year, so the class is multilingual and multileveled. The majority of primary school students enrolled in the EA program are Brazilian (90%). The remaining 10% are from various countries, usually differing each school year. On average 11% of the grades 2 – 5 student body are enrolled in the EA program. Students are enrolled in the program with the goal of developing academic and social language to attend all mainstream classes with their classmates. They are joined according to grade level, where grades 2 and 3 are together in one period (morning: 8AM to 11AM) and grades 4 and 5 in the other period (afternoon: 12PM to 3PM) or vice-versa. Students' ages range from 7 to 11 years old.

Students enter the school for various reasons. The most common ones are:

- Parents who want their children to be bilingual for better opportunities in life or to attend University in an English speaking country;
- Parents who plan to live abroad;
- Families coming from English speaking countries and wish to maintain their children's English and schooling level;
- Diplomat families and families working for international companies who will be constantly moving around the world and need English as a means of communication and education;

Because students come from diverse backgrounds and educational experiences, they have a variety of strengths and needs and they will require different kinds of support in order to succeed in the school.

Entry skills

Students are placed in the program if they have limited English proficiency. This is decided through an oral interview and evaluations students in the mainstream classes take.

Exit skills

Students will leave the program when they are able to communicate in English for social and instructional purposes; as well as communicate information, ideas and concepts necessary for academic success in the content areas taught in English. In other words, students exit the program when they reach level 4 in the Language Acquisition Descriptors (see appendix A). This is decided through an oral interview, teacher observation, and evaluations students in the mainstream classes take.

Part II – Theoretical grounding

The English Adaptation (EA) program has a variety of English language learners (ELLs) who come from diverse backgrounds and various educational and cultural experiences, as well as linguistic development and grade levels. These characteristics need to be considered when planning instruction, assessment, and program design.

As these linguistically and culturally diverse students enter the school they face the challenge of learning a new language (English) and sometimes two new languages (English and Portuguese), simultaneously with the subject content of their grade levels. When these ELLs come together in the same classroom, the challenge teachers face to combine both language and content instruction, is extensive. Most English as a Second/Foreign Language (ESL/EFL) programs focus on language development only, leaving the content for mainstream schools/classes. However, in the context of a bilingual immersion school, where it is expected that students will acquire language and content, this approach is not effective. Therefore, there is a need for a different approach in which language development and content are effectively taught concurrently, thus respecting students' levels – linguistic and cognitive. In other words, differentiated instruction is necessary.

Sheltered instruction (SI) is an approach for teaching content to English Learners (ELs) in strategic ways that make the subject matter concepts comprehensible while promoting the students' English language development (Echevarría, Vogt, & Short, 2008, p. 5).

The Sheltered Instruction Observation Protocol (SIOP®)¹ “operationalizes sheltered instruction by offering teachers a model for lesson planning and implementation that provides English learners with access to grade-level content standards” (Echevarría, Vogt, & Short, 2008, p. xi). Thus, the SIOP Model

¹ SIOP® is a trademark and will be used throughout the text as SIOP.

combines language acquisition through content instruction which seems a much more appropriate approach to the ELD program.

The SIOP Model is a product of two decades of research studies conducted by Echevarría, Vogt, and Short, grounded in the professional literature and in the experiences and practice of participating teachers. The theoretical basis of the model is that language acquisition is enhanced through meaningful use and interaction. “Through the study of content, students interact in English with meaningful material that is relevant to their schooling” (Echevarría, Vogt, & Short, 2008, pp. 16 – 17). Therefore, students’ language development and academic content are intertwined and developed together. Through this interaction of language types, students will develop what Cummins (1986) defined as BICS – Basic Interpersonal Communication Skills, or the everyday language, engaged in informal settings, and CALP – Cognitive Academic Language Proficiency, engaged while performing in academic setting; within which both are essential in bilingual immersion education.

I agree with Scarcella’s (2003) claim that learners must develop more than linguistic and cognitive dimensions of academic English. The author based this theory on Vygotsky’s (1962, 1978) work. According to Vygotsky, social interaction plays an indispensable role in cognitive development. However, students must also develop sociocultural and psychological dimensions of academic English, which are “the social and cultural norms, values, beliefs, attitudes, motivations, interests, behaviors, practices and habits” (Scarcella, 2003, p. 29). These sociocultural and psychological dimensions of academic English are essential to be academically proficient in a language.

The SIOP Model directs the lessons where students are constantly engaged and interacting with the teacher, with their classmates, and with text, which leads to elaborated discourse and critical thinking, and consequently promotes language acquisition (Echevarría, Vogt, & Short, 2008, p. 17).

Providing chances for social interaction in the class is where the sociocultural and psychological dimensions of academic English can be revealed, discussed and incorporated within students' language acquisition process. With the SIOP Model students are given excellent opportunities to develop and enhance their language skills necessary for a successful academic and social life providing the social interaction that Vygotsky and Scarcella described, making sure, however, that the cultural aspects of the language are incorporated within the lessons.

When students are placed in special language classes where the focus is to develop language skills with simplified materials and instructional language, students will develop basic language skills and will transition to mainstream classes with a huge gap in academic content and language. Many students in this situation will lack not only the academic content they lost while in the program, but the academic language associated with the subjects. They will struggle for a while if they receive adequate support, or they might struggle academically for their whole schooling career until they give up and drop out. This scenario exposes the importance of teaching language through content, where teachers can help bridge that gap by providing practice in academic skills and tasks that are commonly taught in mainstream classes.

The SIOP protocol provides teachers with examples of the features of SI to improve instructional practice. The protocol is composed of thirty features grouped into eight main components. A description of the components and of the features of the SIOP Model as stated in *99 Ideas and Activities for Teaching English Learners with the SIOP Model* (Vogt and Echevarría, 2008) follows:

1. *Preparation*: Teachers plan lessons carefully, paying particular attention to language and content objectives, appropriate content concepts, the use of supplemental materials, adaptation of content, and meaningful activities.

2. *Building Background*: Teachers make explicit links to their students' background experiences and knowledge, and past learning, and teach and emphasize key vocabulary.
3. *Comprehensible Input*: Teachers use a variety of techniques to make instruction understandable, including speech appropriate to students' English proficiency, clear academic tasks, modeling, and the use of visuals, hands-on activities, demonstrations, gestures, and body language.
4. *Strategies*: Teachers provide students with instruction in and practice with a variety of learning strategies, scaffolding their teaching with techniques such as think-alouds, and they promote higher-order thinking through a variety of question types and levels.
5. *Interaction*: Teachers provide students with frequent opportunities for interaction and discussion, group students to support content and language objectives, provide sufficient wait-time for student responses, and appropriately clarify concepts in the student's first language, if possible and necessary.
6. *Practice and Application*: Teachers provide hands-on materials and/or manipulatives, and include activities for students to apply their content and language knowledge through all language skills (reading, writing, listening, and speaking).
7. *Lesson Delivery*: Teachers implement lessons that clearly support content and language objectives with appropriate pacing, while students are engaged 90-100 percent of the instructional period.
8. *Review and Assessment*: Teachers provide a comprehensive review of key vocabulary and concepts, regularly give specific, academic feedback to students, and conduct assessment of student comprehension and learning throughout the lesson. (Echevarría and Vogt, 2008, p. 3).

"The components and features of the SIOP Model are interrelated and integrated into each and every lesson" (Echevarría, Vogt, & Short, 2008, p. 167). Therefore, there is not a specific order it is necessary to follow, as long as all components are used in combination consistently and systematically. I propose that the ELD program focus be on SI and lessons are planned according to the SIOP protocol (see appendix B for a lesson plan template). This way, teachers will provide students with appropriate instruction maximizing students' language and content development while collecting information about their performance, structuring assessment gathering.

Various studies have been conducted to test the SIOP Model's effectiveness. I do not mean to get into a thorough detail of the studies here. I will briefly summarize them, but encourage you to look at www.siopinstitute.net and www.cal.org for more details, for updates and final results of ongoing research.

Studies conducted between 1997 and 1999 with students in grades 6 – 8 show that ELLs whose teachers had been trained in implementing the SIOP Model demonstrated significantly higher writing scores than the control group (taught by teachers not trained in the SIOP Model). The results clearly show that the SIOP Model can provide significant improvement to ELLs language proficiency (Echevarría, Vogt, & Short, 2008). The SIOP Model has been designed for flexibility and tested in a wide range of classroom situations, among which is the context of this curriculum proposal, where all students are ELLs. However, the use of the SIOP Model in this new context, as an international, bilingual immersion school, can be an opportunity for data collection in order to investigate the SIOP Model's effectiveness in this context, as well as with Elementary age ELLs.

Part III – Program Goals and Syllabus

Goals:

Students will develop and improve English language skills for academic and social purposes while having access to grade-level content standards.

Objectives:

- Students will participate in daily routines for the development of basic communication skills.
- Students will engage in conversation and exchange information and opinions orally and written in a variety of topics.
- Students will understand and interpret written and spoken language on a variety of topics.
- Students will present information, concepts, and ideas to classmates on a variety of topics.
- Students will communicate in English for social and academic purposes.
- Students will communicate information, ideas and concepts in the content area of Language Arts.
- Students will communicate information, ideas and concepts in the content area of Science.

Syllabus suggestion / Units:

These units are suggestions to be worked in the period of one school year.

Science: grades 2 – 3:

- Plants
- Animals

- Rocks
- Soil
- Dinosaurs
- Water
- The five senses
- Sounds

Science: grades 4 – 5:

- Living things
- The environment
- The human body
- Solar system
- Rocks and minerals

Language Arts: grades 2 – 3:

Grammar:

- Sentence structure
- Noun phrases
- Verbs
- Pronouns
- Comparisons
- Possessives
- Prepositions
- Word families

(Adapted from Scarcella, 2003)

Reading and Literature:

- Parts of a book

- Comprehension and response
- Predict outcome
- Identify main idea, cause and effect
- Retell story in sequence
- Repeat poetic language
- Sequence events
- Identify and discuss characters and setting
- Dramatize and summarize stories
- Distinguish fact and fiction / fact and opinion
- Literary elements and terms
- Alphabetization
- Genres: short stories, novels, poetry, children's classics, fables, fairy tales, fiction and non-fiction.

Speaking / Oral communication:

- Read orally
- Show and tell
- Tell of personal experiences and feelings
- Contribute ideas and information in group discussions
- Respond to thoughts expressed by others
- Ask and answer to appropriate questions
- Retell stories
- Chant familiar rhymes and songs

Listening:

- Attend and discriminate information, directions, main idea
- Respond to sounds and rhythms of language
- Listen for rhyme, alliteration, onomatopoeia

Writing:

- Purposes of writing
- Processes of writing: prewriting, drafting, revising, editing
- Write paragraphs, letters, journal entries, book reports
- Creative writing
- Graphic organizers
- Spelling

(Reading and literature, speaking/oral communication, listening, and writing adapted from *English/Language Arts curriculum resource book*, 1992)

Language Arts – grades 4 – 5:**Grammar:**

- Sentence structure
- Noun phrases
- Verbs
- Comparisons and superlatives
- Pronouns
- Question words
- Possessive adjectives
- Prepositions
- Punctuation
- Word families

(Adapted from Scarcella, 2003)

Reading and Literature:

- Parts of a book
- Comprehension and response
- Predict outcome

- Identify main idea and details, cause and effect
- Recall facts that support main idea
- Retell story in sequence
- Repeat poetic language
- Sequence events
- Identify and discuss characters and setting
- Dramatize and summarize stories
- Distinguish fact and fiction / fact and opinion
- Literary elements and terms
- Draw conclusions
- Alphabetization
- Genres: short stories, novels, poetry, children's classics, fables, fairy tales, legends, fantasy, fiction and non-fiction.

Speaking / Oral communication:

- Read orally
- Show and tell
- Tell of personal experiences and feelings
- Contribute ideas and information in group discussions
- Respond to thoughts expressed by others
- Ask and answer to appropriate questions
- Retell stories
- Chant familiar rhymes and songs

Listening:

- Attend and discriminate information, directions, main idea
- Respond to sounds and rhythms of language
- Listen for rhyme, alliteration, onomatopoeia

Writing:

- Purposes of writing
- Processes of writing: prewriting, drafting, revising, editing
- Write paragraphs, letters, journal entries, book reports
- Creative writing
- Graphic organizers
- Spelling

(Reading and literature, speaking/oral communication, listening, and writing adapted from *English/Language Arts curriculum resource book*, 1992)

Part IV – Instruction and activities

The activities proposed in this section serve as examples and should be adapted according to classroom/school context.

Science activities

Background information: The science unit on *The Five Senses* proposed here comprehends six lessons, from the beginning of the unit to the end. It is displayed as an example and should be adapted according to each class reality.

Organize the classroom library gathering sensory-related books from the library (see appendix C for suggestions). Be sure to include books that contain informative photos or art.

Key: SW: Students will; TW: Teacher will; SWBAT: Students will be able to...; HOTS: Higher Order Thinking Skills

Unit: The five senses

Grades: 2-3

Concept: Understand that we have five senses which allow us to find about the world.

Lesson 1: Sight

Key vocabulary: sight, see, eyes, hearing, touch, smell, taste

HOTS: What would happen if we didn't have the sense of sight? How would you find out about the world?

Visuals/Resources/Supplementary Materials:

- Mr. Potato head (Hasbro, 1952) and its several parts.
- Book: Brown Bear, Brown Bear, What Do You See? (Martin, 1992)

- Tray with 5-10 items on it such as, leaf, cotton ball, rock, crayon, coins, rubber band, pencil. Make sure you include familiar items to students (Adapted from www.teachervision.fen.com, retrieved on July 3, 2009).

Connections to Prior Knowledge/Building Background:

- TW show the book: **Brown Bear, Brown Bear, What Do You See?** (Martin, 1992)
- Ask students to predict what the story is about by showing the book cover.
- Read the book, letting students speak and predict as the story unfolds.

Introductory Activity: Setting the context

- TW read and explain content and language objectives written on the board.
- TW introduce new books added to the classroom library, related to the unit, where students are welcomed to read during reading and free time.
- TW show students Mr. Potato without eyes, ears, mouth, nose, and hands.
- Ask them to think about the important features that Mr. Potato is missing and name the parts. Place the parts as children say the names, purposefully leaving the eyes for last.
- TW ask “why are these parts important in a person?”
- TW explain that seeing, hearing, smelling, tasting, and touching/feeling (pantomiming) are the five senses. People use their senses to learn about the world.

Content Objectives:

1. SWBAT use the sense of sight by seeing, illustrating and labeling the pictures.

Meaningful Activities:

- 1.1 TW put the tray with the objects in a place where all students can see. Tell students that there are several objects on the tray and they will be able to look at them for 1 minute. After 1 minute the objects will be covered again. Students will:

1. Go back to their places. 2. Draw what they saw, and 3. Write the names of the objects they drew and know (write the commands on the board).

Review/Assessment:

1. Students' drawings.

Language Objectives:

1. SWBAT share what they saw and retell what their partners saw by using "I / He / She saw a ____."
2. SWBAT demonstrate knowledge of the importance and the use of the sense of sight by engaging in conversations and writing a summary using cloze sentences.

Meaningful Activities:

1.1 TW write on the board the sentence "I saw a ____." TW model what students should do next. SW share their pictures with a partner describing what they saw and drew, using "I saw a coin". Tell students they should share something different from their partners. SW work in pairs.

1.2 TW erase the "I" on the sentence on the board and add He/She so students can report to the whole class one object their partner saw. TW pantomime when we use "he" and when we use "she", drawing on the top of each word a happy girly/boyish face to help students distinguish. TW model how s/he states what her/his partner saw using "She/he saw a pencil". SW share one object their partner saw with the whole class.

2.1. TW ask students "What do you use your eyes for?" SW share their answers in groups of three, then share with whole class.

- TW tell students to open a book, close their eyes and try to read the book. Then teacher tells students to try to write in their journals. TW ask "What happened? Where you able to do it? Why? Why not?" Students share their responses with the whole class.

- TW ask “What would happen if we didn’t have the sense of sight?” “How would you find out about the world?” SW discuss in groups of three. Then share with the whole class.

2.2 TW write cloze sentences on the board and elicit answers from students, modeling what they are supposed to do.

“The sense of sight is given by the _____.

I use my sight to _____.

Sight is important because _____.”

- SW complete the sentence starters in their science journals. Then share with a partner.

Review/Assessment:

1.2 SW share with whole class.

2.2 Completed cloze sentences.

Wrap-up: I spy (Adapted from www.teachervision.fen.com, retrieved on July 3, 2009).

- SW play I spy in pairs describing the visual characteristics of an item in the classroom, for their partners to guess. TW model, for example, “I spy something big and blue” and students will guess the item after looking around.

Lesson 2: Hearing

Key vocabulary: hearing, ears, music, animals sounds

HOTS: How do people who can’t hear do to communicate?

Visuals/Resources/Supplementary Materials:

- Book: Hearing in living things (Hartley, 2000)
- CD with ten different sounds such as animal sounds and instruments
- CD player

Connections to Prior Knowledge/Building Background:

- TW show the book: **Hearing in living things** (Hartley, 2000)
- Ask students to predict what the story is about by showing the book cover.
- Read the book, letting students speak and predict as the story unfolds.

Content Objectives:

1. SWBAT use the sense of hearing by listening, recognizing the sound and writing it down.

Meaningful Activities:

- TW read and explain content and language objectives written on the board.
- TW recall what was learnt on previous lesson eliciting information from students.

1.1 TW tell students they will hear 10 different sounds 3 times. The first time will serve to listen and recognize, the second to write what you think it is on your paper, and the third time to confirm what you heard. TW write the commands on the board.

- TW model. SW work in pairs.

Review/Assessment:

1. Teacher's observation

Language Objectives:

1. SWBAT share what they heard and compare their answers with a partner saying "I heard the sound of ____."

2. SWBAT demonstrate knowledge of the importance and the use of the sense of hearing by engaging in conversations and writing a summary using cloze sentences.

Meaningful Activities:

1.1 SW exchange partners to compare their answers by saying “I heard the sound of _____.”

- TW play again and have students write the answers on the board. The whole class needs to agree on the answer.

2.1. TW ask students “What do you use your ears for?” SW share their answers in groups of three, then share with whole class.

- TW go behind a desk, where students cannot see it. Teacher rings a bell and asks students what s/he did. Then s/he writes on a piece of paper and asks again what s/he did. Students will probably answer that they don’t know because they did not hear anything (adapted from www.sedl.org/scimath/pasopartners/senses, retrieved on July 3, 2009).

- TW ask “what sense were you using?” And “what happened when you could not hear?” SW share their opinions with the whole class.

- TW ask “Why is hearing important?” SW discuss in groups of three. Then SW share with the whole class. TW ask “How do people who can’t hear do to communicate?” SW share their opinions with the whole class.

2.2 TW write cloze sentences on the board and elicit answers from students, modeling what they are supposed to do.

“The sense of hearing is given by the _____.

I use my hearing to _____.

Hearing is important because _____.”

- SW complete the sentence starters in their science journals. Then share with a partner.

Review/Assessment:

1.1 Group correction.

2.1 SW share their opinions.

2.2 Completed cloze sentences.

Wrap-up: Who's knocking at my door? (www.teachervision.fen.com, retrieved on July 3, 2009)

- SW play a game to identify each others' voices.
- A student will come to the front of the class and turn his/her back toward the group. The teacher will point to another student, who will say, "Knock! Knock!" The student will guess who spoke. SW take turns.

Lesson 3: Touch

Key vocabulary: touch, feel, hands, feet, skin, soft, hard, rough, smooth, sticky, greasy

HOTS: How is the sense of touch important?

Visuals/Resources/Supplementary Materials:

- Book: *I can tell by touching* (Otto, 1994)
- Vocabulary cards with word, pictures and definition.
- Five numbered boxes with a hole on the side (big enough for a child's hand to fit in) with different objects in each such as, a cotton ball, a wooden cube, sand paper, hand lotion, and a piece of tape.
- Activity sheet: Touching, Feeling and Guessing a mysterious object (Appendix D).

Connections to Prior Knowledge/Building Background:

- TW show the book: *I can tell by touching* (Otto, 1994)
- Ask students to predict what the story is about by showing the book cover.
- Read the book, letting students speak and predict as the story unfolds.

Content Objectives:

1. SWBAT define the terms soft, hard, rough, smooth, sticky, and greasy orally and use them in writing.

2. SWBAT use the sense of touch by feeling mysterious objects, guessing and writing on the activity sheet.

Meaningful Activities:

- TW read and explain content and language objectives written on the board.
- TW recall what was learnt on previous lessons eliciting information from students.

1.1 Pre-teach vocabulary: Teacher tells students to move their hands across their desks, and then on the wall. "What did you feel?" Teacher scaffolds students' answers using the words: smooth and rough. Repeat the same procedure using the other vocabulary words with objects in the classroom.

- SW play the game Matching Cards where one student will have the word and the other will have the definition. Students will go around the class asking and answering questions to find their match. The cards will have the same and similar examples used by the teacher previously such as, the word *soft* and a picture of a seat cushion in one card, and *pleasant; comfortable* and a picture of a pillow on the other matching card.

- SW look for their match. SW share their words and definitions with the whole class, checking the answers.

2.1 SW work in pairs, touching the mysterious objects in five boxes and guessing what they are. TW model what they are supposed to do.

Review/Assessment:

1.1 Teacher observation; group correction

2.1 Teacher observation

Language Objectives:

1. SWBAT share what they felt and guessed and complete the activity sheet.

2. SWBAT demonstrate knowledge of the importance and the use of the sense of touch by engaging in conversations and writing a summary using cloze sentences.

Meaningful Activities:

1.1 SW register their discoveries on the activity sheet completing the first part: Touch, feel, describe, and guess.

- TW display mysterious objects, one by one, having students share their descriptions and guesses with the whole class.
- SW complete the second part of the activity sheet: My guess was...
- SW share their answers with a partner.

2.1 TW ask students "How is the sense of touch important?" SW share their opinions with the whole class. TW write cloze sentences on the board and elicit answers from students, modeling what they are supposed to do.

"The sense of touch is given by the _____, _____, and _____.

I use my _____ to feel the _____ and the _____. (e.g. I use my hands to feel the soft pillow and the rough wall.

The sense of touch is important because _____."

- SW complete the sentence starters in their science journals. Then share with a partner.

Review/Assessment:

1.1 Shared guesses and activity sheet completed.

2.1 Completed cloze sentences.

Wrap-up: Stand up/sit down for True/False (adapted from Vogt and Echevarría, 2008, p. 46)

- TW make a statement; if true students stand; if false they stay seated.
- SW then justify their responses by completing the following sentences: "The statement is true because..." "The statement is false because..."

Examples of True/False statements:

The classroom wall is smooth.

The floor is hard.

Lesson 4: Smell

Key vocabulary: nose, smell, good, bad

HOTS: Why is the sense of smell important? How is the sense of smell important to animals?

Visuals/Resources/Supplementary Materials:

- Book: *Sniff, sniff: a book about smell* (Rau, 2005)
- Five baby jars, covered and numbered, with something different in each such as, vinegar, cinnamon, perfume, coffee beans, and garlic (adapted from www.sedl.org/scimath/pasopartners/senses, retrieved on July 3, 2009).
- Activity sheet: Smelling, guessing and assessing (Appendix E).
- A bag with picture cards of things that have particular smells such as, a flower, smoke, dirty socks, rotten eggs, perfume, food, etc for each group of three students.

Connections to Prior Knowledge/Building Background:

- TW show the book: **Sniff, sniff: a book about smell** (Rau, 2005)
- Ask students to predict what the story is about by showing the book cover.
- Read the book, letting students speak and predict as the story unfolds.

Content Objectives:

1. SWBAT use the sense of smell by smelling mysterious scents and completing an activity sheet.

Meaningful Activities:

- TW read and explain content and language objectives written on the board.
- TW recall what was learnt on previous lessons eliciting information from students.

1.1 TW show students five baby jars and explain that they contain different things with different smells. Some you might think it is good and some you might think it is bad (pantomime with your thumb, up for good and down for bad).

- SW work in pairs, carefully sniffing the baby jars, guessing what they are and assessing if they liked the smell or not. TW model what they are supposed to do.

Review/Assessment:

1.1 Teacher's observation.

Language Objectives:

1. SWBAT share what they sniffed and guess what it might be.
2. SWBAT demonstrate knowledge of the importance and the use of the sense of smell by engaging in conversations and writing a summary using cloze sentences.

Meaningful Activities:

1.1 SW register their discoveries on the activity sheet.

- TW display what is inside of the jars on a piece of paper (when liquid, on a clear jar) one by one, having students share their descriptions and guesses with the whole class. SW share if they liked the smell or not, and if they changed their opinions after they have seen them.

2.1 TW ask "why is the sense of smell important?" "How is the sense of smell important to animals?" TW write cloze sentences on the board and elicit answers from students, modeling what they are supposed to do. SW share their opinions with the whole class.

"The sense of smell is given by the _____.

I use my nose to feel the _____ of the _____ and the _____. (e.g. I use my nose to feel the smell of the flower and the perfume).

The sense of smell is important because _____."

- SW complete the sentence starters in their science journals. Then share with a partner.

Review/Assessment:

1.1 Shared guesses, opinions and activity sheet completed.

2.1 Completed cloze sentences.

Wrap-up: Smell Pantomime

(Adapted from www.sedl.org/scimath/pasopartners/senses, retrieved on July 3, 2009).

- SW, in groups of three, draw a card from a bag, pantomime smelling the item and the effects that it causes so the group can guess what it might be. Students take turns in their groups.

Lesson 5: Taste

Key vocabulary: taste, mouth, tongue, sweet, sour, bitter, salty

HOTS: How is the sense of taste important to us?

Visuals/Resources/Supplementary Materials:

- Book: Tasting in living things (Hartley, 2000)
- Pieces of all four taste types of food such as, chocolate, popcorn, lemon, grapefruit, chips, and cookies, for all students.
- Activity sheet: Eating, tasting and guessing (Appendix F).

Connections to Prior Knowledge/Building Background:

- TW show the book: **Tasting in living things** (Hartley, 2000)
- Ask students to predict what the story is about by showing the book cover.
- Read the book, letting students speak and predict as the story unfolds.

Content Objectives:

1. SWBAT define the terms sweet, sour, bitter, and salty orally and use them in writing.
2. SWBAT use the sense of taste by tasting different tastes of food, recognizing their tastes and writing their guesses on the activity sheet.

Meaningful Activities:

- TW read and explain content and language objectives written on the board.
- TW recall what was learnt on previous lessons eliciting information from students.

1.1 Pre-teach vocabulary: Teacher tells students to think about their favorite food. TW list each student's favorite food on the board, purposefully in four rows, classifying them as sweet, salty, sour, and bitter, but not providing these terms for now. It is likely that no food will be listed on the sour and bitter rows; however the teacher can provide the necessary information. TW ask students what each row have in common, scaffolding the key words: salty, sweet, sour, bitter, writing them on the top of each row.

- SW play the game Matching Cards where one student will have the word and the other will have the definition. One card will have the vocabulary word and the other will have pictures related to the word. Note that all students should have a match, thus be sure to provide matches for everyone. Students will go around the class asking and answering questions to find their match. The activity previously done on the board should still be in display for support.

- SW look for their match, then make four big groups, one for each taste.

2.1 SW work in groups, tasting the mysterious food that will be put on their hands while they are blindfolded, guessing what they are, and writing on the activity sheet. TW model what they are supposed to do.

Review/Assessment:

1.1 Teacher's observation; group correction.

2.1 Teacher's observation.

Language Objectives:

1. SWBAT share what they tasted and guessed and complete the activity sheet.
2. SWBAT demonstrate knowledge of the importance and the use of the sense of taste by engaging in conversations and writing a summary using cloze sentences.

Meaningful Activities:

1.1 SW register their discoveries on the activity sheet completing the first and second parts: “Eating, tasting, and guessing”; and “how do you like it?” after tasting each food.

- TW display mysterious food, one by one, having students share their descriptions and guesses with the whole class.
- SW complete the third part of the activity sheet: My guess was...
- SW share their answers with a partner.

2.1 TW ask “How is the sense of taste important to us?” SW share their opinions with the whole class. TW write cloze sentences on the board and elicit answers from students, modeling what they are supposed to do.

“The sense of taste is given by the _____ through the _____.

I use my _____ to taste _____, _____, _____, and _____.

The sense of taste is important because _____.”

- SW complete the sentence starters in their science journals. Then share with a partner.

Review/Assessment:

1.1 Shared guesses and activity sheet completed.

2.1 Completed cloze sentences.

Wrap-up: Guess what I want to eat?

- SW in their groups, think of a food they like/want to eat and describe to their peers. Peers will try to guess what it is. Students take turns. TW model: “It is sweet; it is brown; it can be big or small, etc” (chocolate).

Lesson 6: Unit wrap-up: The five senses

Key vocabulary: review of all previous words, concept web

HOTS: Is there one of the five senses that is more important than the others and why?

Visuals/Resources/Supplementary Materials:

- Book: My five senses (Alik, 1989)
- Overhead projector
- Concept web sheet for each student (Appendix G.a)
- Chart paper with five columns for each group of five students

Connections to Prior Knowledge/Building Background:

- TW show the book: **My Five Senses** (Alik, 1989)
- Ask students to predict what the story is about by showing the book cover.
- Read the book, letting students speak and predict as the story unfolds.

Content Objectives:

1. SWBAT organize information about the five senses by completing a concept web.
2. SWBAT describe things they experienced using their five senses by creating a poster.

Meaningful Activities:

- TW read and explain content and language objectives written on the board.

- TW recall what was learnt on previous lessons eliciting information from students about the five senses.

1.1 TW show a concept web on the overhead projector eliciting information from students about the five senses, modeling how to fill out the web.

- SW work in pairs naming and writing the five senses and the body part used for each sense.

1.2 TW correct on the board with students participation.

2.1 TW tell students that they are going for a walk around the school, bare foot and that they should pay attention to everything that goes with and around them (Make sure the time of the year the activity is done is appropriate to be bare foot) (adapted from www.sedl.org/scimath/pasopartners/senses, retrieved on July 3, 2009).

2.2 Back in the classroom SW describe what they experienced during their walk; smells they felt, sounds they heard, etc. TW write everything on the board.

- TW make five columns on the board and elicit from students the five senses, writing them on the top of each column (hearing, smell, taste, touch, sight). TW get one of the words written on the board and ask students under which category should that word go. TW model with a couple more words. Teacher tells students they will create a poster classifying the words under each category by writing and drawing.

- SW in groups of five create their own poster. Students should focus on their experiences during the walk.

Review/Assessment:

1.1 Teacher's observation

1.2 Group correction.

2.2 Teacher's observation.

Language Objectives:

1. SWBAT present a poster describing things they experienced using their five senses by saying, “I heard a bird sing” or “I felt the smell of cake coming from the cafeteria”, etc.
2. SWBAT discuss about the importance of each sense alone and combined.

Meaningful Activities:

- 1.1 SW present their posters by saying things like, “I heard a bird sing” or “I felt the smell of cake coming from the cafeteria”.
- 2.1 TW ask students “Is there one of the five senses that is more important than the others and why?” SW discuss in groups and come up, if possible, with an agreed answer to share with the whole group.

Review/Assessment:

- 1.1 SW share their experiences.
- 2.1 SW share their responses.

Wrap-up: Drama

- SW in groups, prepare a mini drama of how someone would interact with the world if they did not have the sense sight or hearing/speaking.
- SW present their mini drama to the whole class.

Language Arts activities

Grades: 4 – 5

Unit: Literary Elements

Lesson: Reading aloud

This lesson suggestion will work differently in the sense that I will provide only an overview of the reading process, where the post-reading activities will be the ones displayed according to the SIOP Model.

Concept: Reading aloud is a wonderful opportunity for the teacher to structure time for books and “to introduce students to genres, authors, and worthwhile

books that they might not initially be attracted to. It can also allow students to appreciate more difficult prose and poetry” (Day and Bamford, 1998, p.130).

It is especially valuable for use with ELLs because it incorporates the modeling of fluent, expressive reading of English text with techniques for clarifying vocabulary, periodic checking for understanding, and the providing and activating of knowledge that helps students make connections between text and personal experience (Herrell and Jordan, 2008, p. 209)

Key: SW: Students will; TW: Teacher will; SWBAT: Students will be able to...; HOTS: Higher Order Thinking Skills

Overview: The teacher will read aloud the book *Because of Winn-Dixie* (DiCamillo, 2004) for a week, five chapters per day, providing students with extension activities throughout the reading process. The extension activities/support will be visuals, realia, paraphrasing, illustrations, comparing and contrasting, and physicalization (acting out the material). After the daily read-alouds students will write an entry response in their journals about what was read so far. Sentence frames such as, “Here is what I noted, thought, wondered, connected with...” will be written on a chart paper on the first day and will be displayed on the classroom throughout the process so students will be able to use for support if needed; nevertheless, students are free to express their opinions the way they can or would like.

Key vocabulary: It will depend on the chapters being read, however, teacher’s selection should be limited to 5 – 10 words per day.

HOTS: Questions will vary and can be related to predicting the next parts of the story and why they think that or related to students’ personal experiences. E.g.

what do you think will happen next and why? Which character would you rather be and why? What would you do if this happened to you?

Visuals/Resources/Supplementary Materials:

Transparencies, photos, graphs, and charts.

Connections to Prior Knowledge/Building Background:

Before introducing the book to students, the teacher will start by asking, “Have you ever found a pet and wanted to keep it? What did you do to convince your parents to stay with the pet? How was your parents’ reaction to the thought of bringing the pet home with you?”

Objectives:

The objectives of these lessons are from TESOL standards (Herrell and Jordan, 2008, p. 209).

- SWBAT use English to interact in the classroom.
- SWBAT use English to obtain, process, construct, and provide subject-matter information in spoken and written form.
- SWBAT use appropriate learning strategies to construct and apply academic knowledge.

Lesson: Story chart (adapted from Kennedy and Falvey, 1998, pp. 33 – 36)

Concept: Literary Response

Literary response is the reader’s reaction to a literary selection. The response includes the reader’s interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.

Key vocabulary: story chart

HOTS: What was the best/worst part for you and why?

Visuals/Resources/Supplementary Materials:

- Book: Little Red Riding Hood
- Poster board
- Chart paper for each group
- Copies of the book “Because of Winn-Dixie” for each group (at least one per group)
- Story chart template (Appendix H)

Connections to Prior Knowledge/Building Background:

- The book, “Little Red Riding Hood” (or another book well known by students in the class).
- TW recall story elements eliciting information from students, asking questions such as, “where does the story happen? Who is in the story?”, if necessary. The story chart will be displayed on the classroom wall as an example, and for the following lessons.

Content Objectives:

1. SWBAT identify the components of a story by organizing ideas and information in a story chart.

Meaningful Activities:

- TW read and explain content and language objectives written on the board.

1.1 TW model using a think aloud to create a story chart poster using the story elements from the book “Little Red Riding Hood” as an example (Building Background). TW elicit information from students.

1.2 SW, in small groups, create a story chart poster, organizing ideas and information of the book “Because of Winn-Dixie.”

Review/Assessment:

1. SW include all story elements in their posters – characters, setting, problem, events, solution.

Language Objectives:

1. SWBAT write the components of a story in a story chart.
2. SWBAT compare answers with classmates by presenting a literary element.

Meaningful Activities:

- 1.1 SW as they create their posters, follow the template (Appendix H).
- 2.1 SW present what they wrote focusing on one literary element. SW complement on each other's answers, if needed.

Review/Assessment:

- 1.1 Teacher observation
- 2.1 Students presentation

Wrap-up: Oral Sharing with a Partner

What was the best/worst part for you and why?

SW share their responses with a partner, then in groups.

Lesson: Story Frame (adapted from Kennedy and Falvey, 1998, pp. 33 – 37)

Key vocabulary: story frame

HOTS: What would you have done if you were in Opal's place?

Visuals/Resources/Supplementary Materials:

- Story charts from previous lesson
- Poster board
- Story Frame sheet for each student (Appendix I)
- Copies of the book "Because of Winn-Dixie" for each group (at least one per group)

Connections to Prior Knowledge/Building Background:

- TW recall story elements from the story chart eliciting information from students.

Content Objectives:

1. SWBAT draw conclusions about the story by writing a summary of the story.

Meaningful Activities:

- TW read and explain content and language objectives written on the board.

1.1 TW model using a think aloud to summarize the story in a story frame poster using the story chart, created on the previous lesson, from the book “Little Red Riding Hood” as an example (Building Background). TW elicit information from students.

1.2 SW, in pairs, discuss the story frame of the book, *Because of Winn-Dixie*, organizing ideas and information to write about.

Review/Assessment:

- 1.1 Teacher observation

Language Objectives:

1. SWBAT write a summary of the story using a story frame.

Meaningful Activities:

1.1 SW write a summary of the story using the story frame sheet.

1.2 SW share their summaries with a partner, then in a group.

Review/Assessment:

1.1 Teacher observation and story frame sheet completed.

1.2 Students’ shared summaries.

Wrap-up: Oral Sharing with a Partner

What would you have done if you were in Opal’s place?

SW share their responses with a partner, then in groups.

Lesson: Character Attributes (adapted from Echevarría and Vogt 2008, pp. 97 – 98)

Key vocabulary: character, plot

HOTS: Which character would you rather be and why?

Visuals/Resources/Supplementary Materials:

- Poster board
- Copies of the book “Because of Winn-Dixie” for each group (at least one per group)

Connections to Prior Knowledge/Building Background:

SW list characteristics of the chosen characters in small groups.

Groups will share one of their characteristics with the whole group.

Content Objectives:

1. SWBAT describe character attributes by creating a poster of one of the chosen characters.

Meaningful Activities:

- TW read and explain content and language objectives written on the board.

1.1 TW model using a think aloud to create a poster using the character attributes from Little Red Riding Hood as an example from the book “Little Red Riding Hood” (Building Background). TW elicit characteristics from students.

1.2 SW recall the characters of the story and the teacher will list them on the board.

- SW vote for two characters they would like to analyze. The four most voted ones will be selected.

- SW be grouped according to common character choice.

- SW in small groups create a poster for their assigned character illustrating and summarizing the characteristics that they brainstormed in Building Background.

Review/Assessment:

1.2 SW include at least 2-3 characteristics and illustrate one pertinent scene from the book.

Language Objectives:

1. SWBAT explain in writing their opinions and/or feelings of how their characters' attributes affected the story's outcome.
2. SWBAT compose a paragraph discussing how the characters individual attributes contributed to the story's outcome.

Meaningful Activities:

1.1 SW present their posters to the class.

1.2 SW as they move through the activity, use the following sentence frames to clarify their own understanding after each poster presentation

"I understand that (Opal's persistency) affected the story by _____."

"I don't understand _____."

"I have a question about _____."

2.1 SW independently write a literary response in their journals explaining how the characters individual attributes affected the story's outcome.

Review/Assessment:

1.1 Teacher observation

2.1 SW include at least two specific examples of how each characters attributes contributed to the story's outcome. TW walk around providing support when necessary.

Wrap-up: Oral Sharing with a Partner

Which character would you rather be and why?

SW share their responses with a partner, then with a group of four.

Lesson: Helping children compare books with their film versions

Key vocabulary: letter

HOTS: Which version did you like best and why?

Visuals/Resources/Supplementary Materials:

- TV and VCR
- Film: Because of Winn-Dixie
- Letter template (Appendix J)

Connections to Prior Knowledge/Building Background:

- SW watch the film “Because of Winn-Dixie”

Content Objectives:

1. SWBAT identify differences from the book and the film version by watching the film and writing a list of differences.
2. SWBAT draw conclusions about the differences of the book and film version by engaging in group discussions

Meaningful Activities:

- TW read and explain content and language objectives written on the board.
- 1.1 SW watch the film “Because of Winn-Dixie” and write down things they noticed that are different from the book version.
- 2.1 SW share their lists in groups, complementing on each others’ perceptions and discussing about the book and film versions. SW share their lists and main discussed points with the whole class.

Review/Assessment:

- 1.1 Teacher observation
- 2.1 Students’ shared their responses.

Language Objectives:

1. SWBAT write a letter expressing their personal response to the story version.
2. SWBAT share their letters with whole class.

Meaningful Activities:

1.1 TW ask “Which version did you like best and why?” SW share their answers with the whole class. SW be grouped according to common preference, book or film version.

1.2 SW write a letter to the book author or the film’s director expressing their experiences when watching/reading the story. Focusing on things they liked or didn’t like and/or how they should be in students’ opinions. SW as they move through the activity, use the letter template to write their letters (Appendix I).

2.1 Groups will share their letters with their responses/opinions with the whole class. SW vote for two best letters, one for the author and one for the director to be sent. Adaptations may be needed in order for all students to agree with the content.

Review/Assessment:

1.1 Teacher’s observation

2.1 Students’ letters.

Wrap-up: Literary Response

SW write a literary response in their journals, after reading their entry responses about the book – written during the reading process, expressing their opinions/thoughts about the book and the film versions. SW share their responses with a partner. TW ask, “did you change opinions about something/anything in particular after watching the film version?” SW share responses with the whole class.

Part V – Assessment

Assessment should be carried out continuously throughout the year as activities unfold. This is important for every learner, whether adults or children, but particularly for children. “Children need time to learn and enjoy their study in a safe, nurturing and anxiety-free environment” (McKay, 2006, p. 144). Since processes of classroom assessment for children are closely tied to processes of instruction, all classroom activities should be carried out in the same type of environment: safe, nurturing and anxiety-free. If assessment is constantly being done, chances are that the teacher will have a better, more precise evaluation of students’ growth, and students will get used to the process.

Hughes (2003) gives three recommendations in regards to testing young learners. The first is that a special effort be made to make testing an integral part of assessment, and assessment an integral part of the teaching program. Second, feedback from tests and activities, as proposed in the SIOP Model as well, should be immediate and positive. Third, make self-assessment part of teaching program. This will help children develop the habit of monitoring their own progress. What Hughes defends here is exactly what the SIOP Model component 8, review and assessment, refers to.

Students should be assessed on their personal progress to determine if learning has taken place. In sheltered classes in particular, where students may have different levels of language proficiency, the value of this approach becomes apparent (Echevarría, Vogt, & Short, 2008, p. 175).

Classroom assessment can be formative when teachers are collecting information about children’s strengths and weaknesses in order to provide feedback to learners and make further decisions about teaching, or it may be summative, when teachers are collecting information at the end of a period of time, generally to report to others about children’s progress (McKay, 2006). Both

formative and summative assessments are essential in the ELD program, so the teacher is able to track students' progress, and to report to parents.

Strategies that can be used as classroom assessment are, among others, incidental observation as teachers move around to observe and work with children during teaching activities; planned observation where teachers watch children's performance on specific activities and take notes in regular and systematic ways; conferences where teacher and student are engaged in focused discussion about the student's work; portfolios which may include students' drawings, written pieces, and audio tapes (CDs) of performances; self- and peer-assessment used throughout classroom-based assessment; and classroom tests (McKay, 2006).

Just as important as the assessment processes, is keeping records about the classroom assessment. It enables teachers to draw together data on children's performance from the range of assessment procedures that are used in the classroom (McKay, 2006). What I propose here is a systematic and structured way of conducting the assessment through all classroom activities so the teacher is able to collect information about the students' performances and progress to report it, at the end of each term and school year. These information will help the teacher make the decision whether the student should remain in the program or if s/he should be mainstreamed.

Teachers can use a unit checklist where s/he can note down, students individual performance and achievement according to content and language objectives for each unit or lesson (see appendix K for a checklist sample). In addition students will complete a self-assessment sheet at the end of each unit (see appendix L for a self-assessment sheet sample). Peer-assessment is also recommended, albeit cautiously, since students are in the process of learning to assess themselves. Nevertheless, it is important to start using this type of assessment in the classroom so students have the opportunity to practice and

master one day (see appendix M for peer-evaluation sample in a book report presentation).

At the end of each term the teacher will have information on how the students' development is occurring and will be able to report it to parents with precision. The teacher will use the language acquisition scale (appendix A) to help level students for a concrete notion of where the student is and what s/he is missing to be mainstreamed.

Assessing students constantly and using varied processes provides the teacher an array of information about students' development and growth, both in language and content, during a specific period of time. These data can be used as evidence of development and when decision on whether students should be mainstreamed or not. These information will be shared every end of quarter, and school year with the school council and with students' parents.

Appendices

Appendix – A

Language Acquisition Descriptors

Level 1 – Beginner

Students understand simple phrases spoken in English. They begin to speak a few words to communicate basic needs.

What students can do:

- Nod and shake head to answer questions
- Point to objects or print
- Sort objects into categories
- Pantomime
- Draw pictures and label drawings and diagrams
- Gesture to show understanding
- Match objects with pictures
- Give yes/no answers to simple questions
- Reproduce what they hear, repeat and recite

Level 2 – Early Intermediate

Students understand and respond to simple school tasks in English. They speak using phrases and short sentences.

What students can do: all of what student can do at level 1, plus:

- List and categorize
- Repeat sentences, mimic intonation and phrasing and reproduce familiar phrases
- Attempt to talk, making some errors
- Generate and speak in simple sentences
- Begin to acquire some grammatical elements
- Read some basic vocabulary and write simple sentences
- Give short answers to simple questions

Level 3 – Intermediate

Students speak, read and write in English on familiar topics. They retell simple stories, participate in school discussions, and speak using full sentences.

What students can do: all of what student can do at previous levels, plus:

- Describe people, places and events
- Recall and state facts
- Identify main ideas
- Define and explain some vocabulary
- Read and retell from a variety of texts with scaffolding from teacher

Level 4 – Early Advanced

Students are developing close to native-like proficiency in English. They participate in increasingly complex school tasks.

What students can do: all of what student can do at previous levels, plus:

- Give opinions and reasons, draw comparisons, justify views and behaviors and summarize
- Demonstrate ability to use higher order language, synthesize, analyze, evaluate, persuade and debate
- Demonstrate both social and academic understanding of language
- Identify main idea and details
- Engage in conversation and produce sequential narrative
- Develop listening, speaking, reading and writing skills with increased comprehension

Adapted from CELDT: <http://www.cde.ca.gov/ta/tg/el/>, retrieved on July 16, 2009

Appendix – B

Lesson Plan Template

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Chapter 3

Building Background

Overview of the Building Background Component

FIGURE 2.3 Lesson Plan

Key: SW = Students will; TW = Teacher will; SW/BAT = Students will be able to.; HOTS = Higher Order Thinking Skills

SIOP® Lesson:

Content Standards:	Grade:
Key Vocabulary:	Visuals/Resources:
HOTS:	

Connections to Prior Knowledge/Building Background:

	Meaningful Activities:	Review/Assessment:
Content Objectives:		
1.	1.1 1.2	1.1
2.	2.1 2.2	2.1 2.2
3.	3.1 3.2 3.3	3.1 3.2
Language Objectives:		
1.	1.1	1.2
2.	1.2 2.1	2.2
Wrap-up:		

Source: Lesson plan format created by Melissa Castillo and Nicole Teyehen.

SIOP® Component: Preparation

(Vogt and Echevarría, 2008)

Appendix – C

List of sensory-related books

The five senses:

- Your senses by Helen Frost
- Rain by Manya Stojic
- The magic school bus explores the senses by Joanna Cole
- Five for a little one by Chris Raschka
- Me and my senses by Joan Sweeney
- Forest friends' five senses by Cristina Garelli
- How do I know it's yucky?: and other questions about the senses by Sharon Cromwell
- My five senses by Margaret Miller
- Your five senses by Ray Broekel
- You smell: and taste and feel and see and hear by Mary Murphy

Sight:

- Eyes by Simona Sideri
- Seeing by Lillian Wright
- Look at your eyes by Paul Showers
- EyeOpeners!: all about animal vision by Monique Dossenbach
- Looking and seeing by Henry Pluckrose
- Dogs don't wear glasses by Adrienne Geoghegan

Smell:

- Nosy Rosie by Holly Keller
- What's that awful smell by Heather Tekavec
- Smelling by Sharon Gordon
- Clifford follows his nose by Norman Bridwell
- Mucky Moose by Jonathan Allen
- What your nose knows by Jane Moncure

Taste:

- Yum!: a book about taste by Dana Rau
- Taste by Patricia Murphy
- Tasting by Helen Frost
- The five senses: Taste by Maria Rius
- A tasting party by Jane Moncure

Hearing:

- Did you hear that?: animals with super hearing by Caroline Arnold
- Oliver gets hearing aids by Maureen Riski
- Moses goes to school by Isaac Millman

- Ears are for hearing by Paul Showers
- The five senses: Hearing by Maria Rius

Touch:

- The black book of colors by Menena Cottin
- Soft and smooth, rough and bumpy: a book about touch by Dana Rau
- Touch the poem by Arnold Adoff
- Touch and tell by Marcia Brown
- The five senses: Touch by Maria Rius

Appendix – D

Unit: The Five Senses

Lesson 3: Touch – Activity sheet

Touching, Feeling and Guessing a Mysterious Object
















Touch, feel, describe and guess	My guess was...		
	Right √	Wrong X	It really was...
Ex. This object is <u>soft</u> . I think it is a <u>rug</u> .		X	towel
1-			
2-			
3-			
4-			
5-			

Appendix – E

Unit: The Five Senses

Lesson 4: Smell – Activity sheet

Smelling, Guessing and Assessing

Smell and guess	How do you like the smell?
1- I think it is _____.	  
2-	  
3-	  
4-	  
5-	  



















Adapted from www.sciencea-z.com, retrieved on May 12, 2008

Appendix – F

Unit: The Five Senses

Lesson 5: Taste – Activity sheet

Eating, Tasting, and Guessing

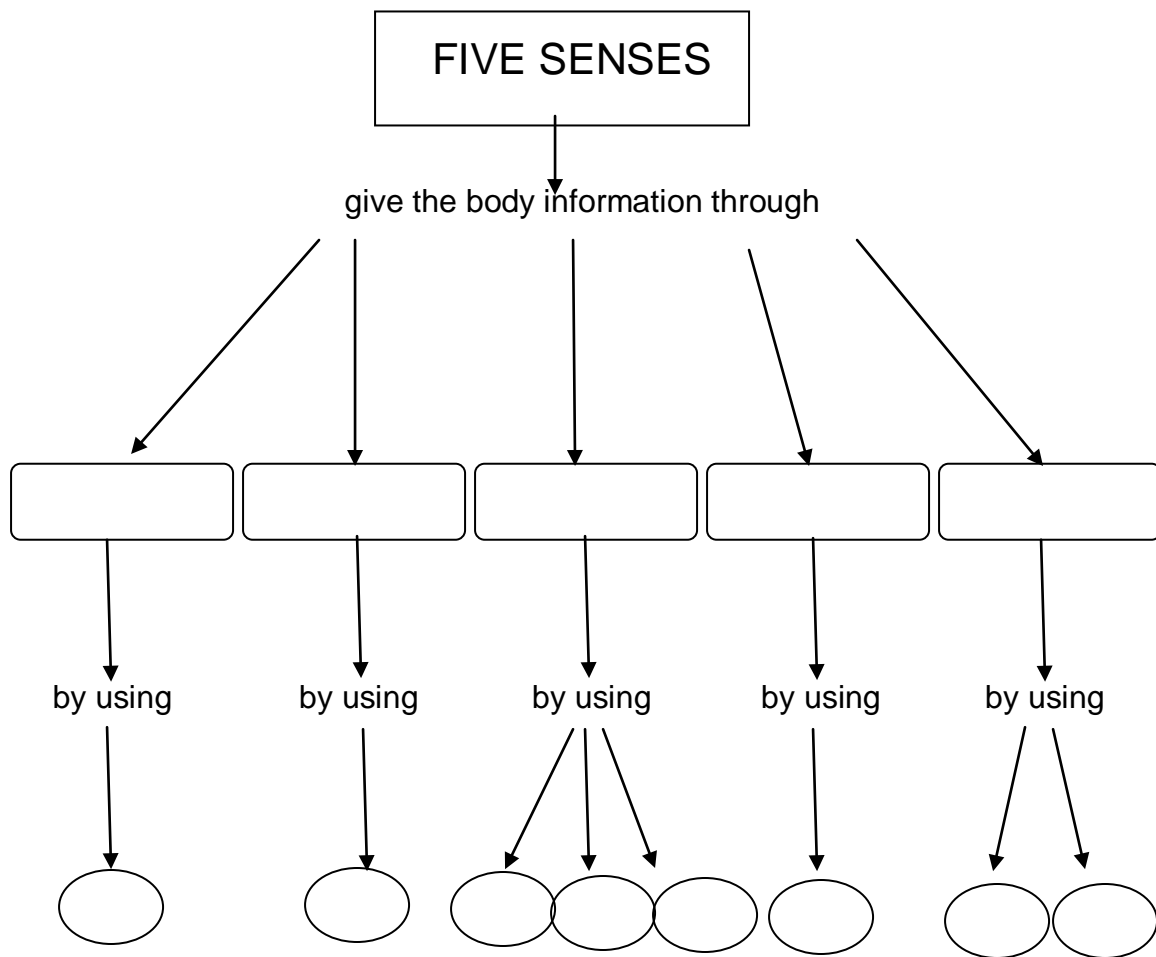
Taste and guess	How do you like the taste?	My guess was...	
		Right √	Wrong X
Ex. It's <u>sweet</u> . I think it's a <u>banana</u> .	  	√	
1-	  		
2-	  		
3-	  		
4-	  		
5-	  		

Appendix – G.a

Unit: The Five Senses

Lesson 6: Review

Concept Web



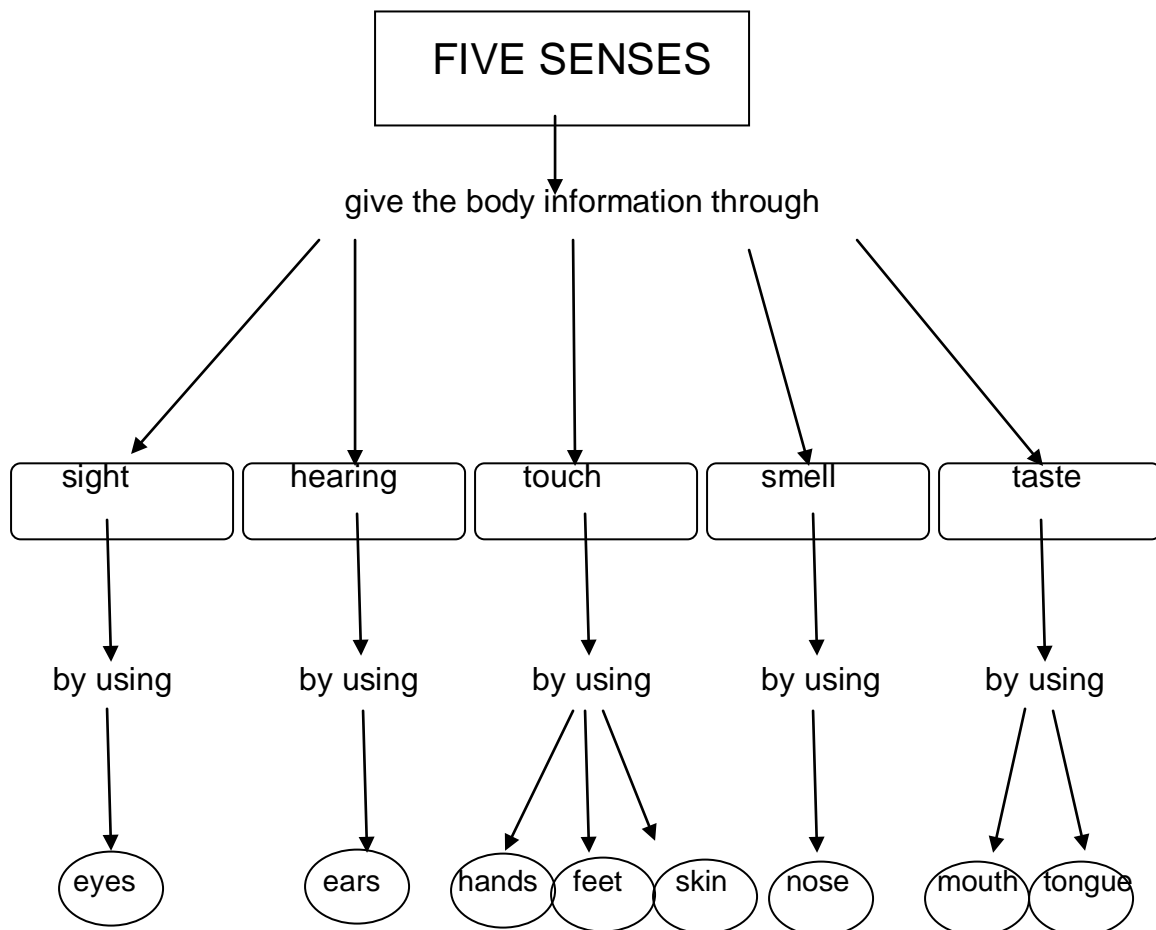
Adapted from www.sedl.org/scimath/pasopartners/senses, retrieved on July 3, 2009

Appendix – G.b

Unit: The Five Senses

Lesson 6: Review – Answer key

Concept Web



Adapted from www.sedl.org/scimath/pasopartners/senses, retrieved on July 3, 2009

Appendix – H

Story Chart

Story Chart	
Title: _____ Author: _____	
Characters	
Setting	
Problem	1. 2. 3. 4. 5. 6.
Events	1. 2. 3. 4. 5. 6.
Solution	1. 2. 3. 4. 5. 6.

(Adapted from Kennedy and Falvey, 1998, p. 35)

Appendix – I

Story Frame	
Title:	
Author:	
Characters	In this story there were _____, _____, and _____.
Setting	The _____ lived in _____ with _____.
Problem	The problem started when _____ _____ _____
Events	First, _____ _____ Then, _____ _____ At last, _____ _____
Solution	The problem was finally solved when _____ _____
Ending	At the end of the story _____ _____

(Adapted from Kennedy and Falvey, 1998, p. 37)

Appendix – J

Letter template: Friendly Letters

Heading	504 Brazil Lane Brasilia, DF 70100 June 15, 2009.
Salutation	Dear _____,
Body	<p>Hello! My name is _____ and I am a student at _____. I just finished reading the book _____ and watching its film version.</p> <p>I really enjoyed (<u>reading/watching</u>) the _____ version. I particularly liked _____ because _____. But I would have done/written _____ differently. I prefer it happened _____.</p> <p>Thanks for (<u>writing/directing</u>) such _____ story.</p>
Closing signature	Sincerely, Alice.
Postscript	P.S. Are you (<u>writing/directing</u>) another book/story?

(Adapted from Leedy, 1991)

Appendix – K

Unit checklist sample

Unit: The five senses

Term:

Grades: 2 – 3

Lesson: Sight

Criteria:

1 – Excellent / Always

2 – Very good / sometimes

3 – Needs Improvement/support

Student name									
Criteria									
Drew objects									
Labeled objects									
Used appropriate language to state what s/he saw									
Used appropriate language to state what peer saw									
Shared opinion on “what do you use your eyes for?”									
Shared opinion on “what would happen if we didn’t have the sense of sight?”									
Shared opinion on “how would you find out about the world?”									
Provided oral information for cloze sentences									
Completed cloze sentences in science journals									
Comments:									

Lesson: Hearing

Student name									
Criteria									
Recognized sounds									
Wrote what heard									
Used appropriate language to state what s/he heard									
Shared opinion on “what do you use your ears for?”									
Shared opinion on “why is hearing important?”									
Provided oral information for cloze sentences									
Completed cloze sentences in science journals									
Comments:									

(continued) Appendix – K

Lesson: Touch

Student name									
Criteria									
Participated on matching game									
Touched and guessed objects									
Used appropriate language to state her/his guess									
Completed the activity sheet									
Shared opinion on “How is the sense of touch important?”									
Provided oral information for cloze sentences									
Completed cloze sentences in science journals									
Comments:									

Lesson: Smell

Student name									
Criteria									
Sniffed and guessed scents									
Completed the activity sheet									
Shared opinion on ““why is the sense of smell important?”									
Shared opinion on “How is the sense of smell important to animals?”									
Provided oral information for cloze sentences									
Completed cloze sentences in science journals									
Comments:									

(continued) Appendix – K

Lesson: Taste

Student name									
Criteria									
Participated on matching game									
Tasted and guessed objects									
Completed the activity sheet									
Shared opinion on “How is the sense of taste important to us?”									
Provided oral information for cloze sentences									
Completed cloze sentences in science journals									
Comments:									

Lesson: Unit Wrap-up: The five senses

Student name									
Criteria									
Provided oral information about the five senses									
Completed concept web									
Participated with oral information for board activity									
Used appropriate language on poster presentation									
Shared opinion “Is there one of the five senses that is more important than the others and why?”									
Comments:									

Appendix – L

Student self-assessment sheet

Name: _____ Date: _____

Unit: The five senses

When talking about the five senses... I can...	Really well	Quite well	OK	Not so well
Name the five senses				
Name the body part used for each sense				
Say how each sense is important				
Make a presentation about the five senses				

(Adapted from McKay, 2006, p. 166)

During this unit lessons:

	All the time	Sometimes	I need help with this
I participated in all activities			
I shared my opinions/answers with peers when asked			
I accomplished all activities			
I read books from the classroom library about the unit			

I liked _____

I didn't like _____

Appendix – M

Peer Evaluation

Presenter: _____ Date: _____

Book: _____

Author: _____ Genre: _____

My peer told the story (circle one): Very well So-so Not very well

I say that because _____
(e.g. I understood everything; I understood some things; I didn't understand what he said).

She/he spoke English (circle one):

All the time

Sometimes

Just a few words

Suggestions / Comments to your peer:

Evaluator: _____

Signature: _____

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CELDT: <http://www.cde.ca.gov/ta/tg/el/>

VITA

Tatiana De Castro Mesquita was born in Brasilia, Brazil on December 23, 1975, the daughter of Ana Maria de Castro Mesquita and Afonso Celso de Mesquita. After completing her work at Atoka High School, Atoka, Oklahoma, in 1993, she entered a teacher training course at Projeção, Brasilia, Brazil to become a teacher, graduating in 1994. She began working at a local school where she worked for 10 years. She entered UniDF in Brasilia, Brazil, in 1995, and received a degree in Pedagogy (Licenciado em Pedagogia) in 1999. She worked as a teacher throughout her university years, gaining more experience and knowledge on the field. She went back to school in 2000 for a complementary degree in Pedagogy for Educational Orientation, similar to a Career Coach, receiving the degree in 2001. She started working at the School of the Nations in Brasilia, Brazil in 2004, where she grew a passion for children's second language learning. In August, 2008, she entered the Graduate School at the University of Texas at Austin.

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